DEVELOPING A TEACHER TRAINING MODEL BASED ON HOLISTIC APPROACH FOR TEACHING ENGLISH

1.0 INTRODUCTION

"A school is a place where one learns about the totality, the wholeness of life. Academic excellence is absolutely necessary, but a school includes much more than that. It is a place where both the teacher and the student explore, not only the outer world, the world of knowledge, but also their own thinking, their own behaviour."

J. Krishnamurti (1978)

One of the biggest challenges to education in this century which calls for concerted actions, is to teach human values and social skills most necessary for learners to be a 'complete person'. This means going beyond an instrumental view of education emphasising the development of the complete person. "The physical, intellectual, emotional and ethical integration of the individual into a complete man is a broad definition of the fundamental aim of education" (Delors Commission, 1996). The Universal Declaration of Human Rights, article 26(2) states: "*Education shall be directed to the full development of the human personality....*"

Throughout the history of public schooling, a group of critics has always pointed out that the education process should involve much more than simply moulding the young ones into future workers or citizens. 'The failure of education in the twenty first century is not the failure to teach humankind science, language or mathematics, but the failure to teach humankind to live together in peace and to harness the potentials in individuals and societies for full and equitable development' (V. Ordonez, 1998).

There is more and more pressure from the economy and politics to prepare the labour force and citizens that fit into the needs of a globalized, economy dominated world. Critique on existing curricula speak about an “unbalanced emphasis on economic and utilitarian aims, leading to an over-emphasis on school as a competitive market where the child is unable to flourish and grow as a person, or to be listened to” (Watson, 2006).

The roots of holistic education can be traced back in the educational thoughts and practices of Swiss humanitarian Johann Pestalozzi**,** the American Transcendentalists, Thoreau, Emerson and Alcott, the founders of "progressive" education Francis Parker and John Dewey and pioneers such as Maria Montessori and Rudolf Steiner. They all advocated that cultivation of

moral, emotional, physical, psychological and spiritual dimensions of the developing child should be the aim of education i.e. *promoting the growth and development of the whole person* - the idea of a *Holistic Education*. (Lovat and Smith 1990, Dufty and Dufty 1989, Beare 1989, Boomer 1982, Eisner 1982). This gave birth to a perspective known as *holism*. The concept of holism refers to the idea that all the properties of a given system in any field of study cannot be determined or explained by the sum of its component parts. Instead, the system as a whole determines how its parts behave.

A holistic way of thinking does not define the human possibilities narrowly rather it seeks to encompass and integrate multiple layers of meaning and experience. Every child is more than a future employee; every person's intelligence and abilities are far more complex than his or her scores on standardized tests. This cannot be done through an academic curriculum only which condenses the world into instructional packages, but through direct engagement with the environment. The holistic education is responsive to the diverse learning styles and needs of evolving human beings. “We are creatures of both, reason and emotion, mind and body, matter and spirit” (Elaine Riley-Taylor, 2002). Holistic education is a pedagogical evolution that boldly challenges many of the assumptions about teaching and learning, about the school, about the role of the educator. “There is a substantial consensus among educationalists that transformation needs to happen in five broad areas — student thinking, classroom dynamics, learning ambience, technology integration and teacher empowerment”. (Chitra Ravi 2012, founder and chief executive officer of EZ Vidya, India’s leading research companies, focusing on delivering quality and holistic education in schools). The salient dimensions of Holistic Education are summarized below.

1.1 Multi-Dimensional Perspectives of Holistic Education

Fig. 1 Multi-Dimensional Perspectives of Holistic Education

(i) Psycho-Motor: Mind-body harmony is an important element in the quality of learning. Physical development lays the foundation for holistic development.

(ii) Cognitive/Academic: Development of thought processes, the capacity to logical reasoning and academic achievement.

(iii) Social: All learning happens in a social context of shared meaning. Holistic Approach aims at developing social values and social sensibility in students.

(iv) Emotional: All learning is accompanied by an emotional state which can greatly affect the learning outcome. Holistic education trains the emotions of students to be emotionally mature.

(v) Moral: This is the need of the nation and world. Holistic education inculcates basic moral values, necessary to live.

(vi) Spiritual: The total and direct experience of universal love that establishes a sense of compassion, fraternity and peace towards all beings. A core element of Holistic Education is to appreciate spirituality as a key element of the human being. (Peter Schreiner 2010, Miller and Nakagawa, 2002, Rachael Kessler, 2000.)

Holistic education began to emerge as a coherent philosophy in the mid-1980s and is today becoming recognized in many parts of the world as an inspiring response to the serious challenges of this age of globalization, such as violence, cultural disintegration, and ecological decline.

Bringing together the best theory and practices from diverse educational alternatives, a holistic perspective asserts that education must start by nourishing the unique potentials of every child, within overlapping contexts of family, community, society, humanity, and the natural world. Holistic education is not a fixed ideology but an open-ended attempt to embrace the complexity and wholeness of human life.

Holistic Education seeks to engage students in the teaching-learning process and through this personal and collective responsibility are encouraged. It aims at helping students be the most that they can be. Education with a holistic perspective is concerned with the development of every person's intellectual, emotional, social, physical, artistic, creative and spiritual potentials.

Robin Ann Martin (2003) describes this further by stating, “At its most general level, what distinguishes holistic education from other forms of education are its goals, its attention to experiential learning, and the significance that it places on relationships and primary human values within the learning environment.”

For J. Krishnamurti, the 'Right Education' is 1.) educating the whole person (all parts of the person), 2.) educating the person as a whole (not as an assemblage of parts), and 3.) educating the person within a whole (as part of society, humanity, nature, etc.) from which it is not meaningful to extract that person. From the above it probably goes without saying, though it cannot be said often enough, education is not about preparation for only a part of life (like work) but is about preparation for the whole of life and the deepest aspects of living.

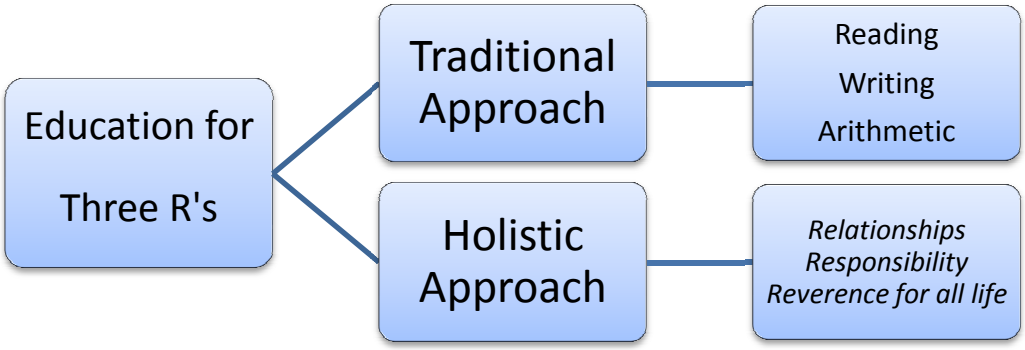


Fig. 2 Difference between Traditional Teaching and Holistic Education

There are separate strategies of teaching and learning which address various specific aspects of holistic education. Holistic thoughts are often found in the works of theorists of the early and mid twentieth century including Alfred North Whitehead (“process” philosophy), Carl Jung (Archetypal Psychology), Sri Aurobindo (Integral Philosophy), Gregory Bateson (Cybernetics), and Ludwig von Bertalanffy (Systems Theory) etc. Most recently, a school of thought known as “spiral dynamics” has become prominent in the holistic literature (Beck and Cowan, 1996). Other holistic thinkers, like Ken Wilber, use the term “holarchical,” indicating that reality is essentially comprised of wholes within wholes (Wilber, 1995). Even the “Montessorians” or “Progressive Educators” are clearly part of an emerging holistic movement. Integrated Teaching, Cooperative Learning, and Community Language Integrated Learning (CLIL) approaches also follow holistic principles.

A holistic epistemology seeks synthesis and integration rather than analysis and dissection; this way of knowing involves an empathic, caring dialogue with the world, rather than a manipulative, calculating intelligence (Parker Palmer, 1993).

1.2 CRITIQUE OF THE PRESENT TEACHER TRAINING PROGRAMME

OUR PRESENT SYSTEM OF EDUCATION	EDUCATION THAT WE NEED
Learning is about.....	**Learning is about.....**
Separateness, disconnectedness, events and facts, objective observation which is impersonal.	*Wholeness, interconnectedness, shared meaning and stories, participation which is personal.*
It engages.....	**It engages.....**
Physical/mental; IQ,EQ,SQ. It is rational/logical.	Physical, mental, social, emotional and spiritual. It involves multiple intelligences and learning styles.
Its outcomes are.....	**Its outcomes are.....**
Information/knowledge, skills, answers, qualification and worker.	Multiple literacies, *deep understanding, competence and wisdom, creativity insight,* growth, transformation and enjoyment.

The present teacher training programmes have come under severe criticism for not addressing the needs of contemporary Indian schools and not preparing teachers who can impart quality education in schools. They train teachers to adjust to a system in which education is seen as transmission of information.

They take the school curriculum and text books as a ‘given’ and train teachers to adjust to the needs of the existing school system through fastidious planning of lessons in standardized formats and fulfilling the ritual of delivering the required number of lessons.

- Teacher education programmes provide little scope for student teachers to reflect on their experiences.
- Disciplinary knowledge is viewed as independent of professional training in pedagogy.
- Repeated ‘practice’ in the teaching of a specified number of isolated lessons is

considered a sufficient condition for professional development.

- ❖ It is assumed that links between learning theories and models and teaching methods are automatically formed in the understanding developed by student teachers.
- ❖ There is no opportunity for teachers to examine their own biases and beliefs and reflect on their own experiences as part of classroom discourse and enquiry.
- ❖ Theory courses have no clear articulation with practical work and ground realities.
- ❖ The evaluation system followed in teacher education programmes is too information-oriented, excessively quantitative and lacks comprehensiveness. Apart from conceptual and pedagogical aspects the programme needs to develop certain attitudes, dispositions, habits and interests in a teacher. The present evaluation protocol has no place for evaluating them.
- ❖ There exists an isolation between the teacher training institutes and the teaching practice schools.
- ❖ If we talk about English Language Teaching specifically then we see that during the teaching training student teachers are taught about pedagogical theories, lesson planning and more focus is laid down on LSRW (Listening, Speaking, Reading and Writing) where as the real classroom teaching practice is done genre wise, so the transfer of skills and knowledge from theory to practice is not adequate.

The above observations provide distinct pointers for addressing issues on the different aspects of teacher education curriculum reform.

Teacher education should provide appropriate opportunities to the would be teachers. the National Curriculum Framework 2009 laid down the following measures to be adopted in a teacher training programme:

- Child should not be perceived as a receiver of knowledge rather he should be encouraged to increase his capacity to construct knowledge.
- Theory along with field experiences should be engaged to help trainees to view knowledge not as external to the learner but as something that is actively constructed during learning.
- Organization of learner-centred, activity based and participatory learning experiences.
- Opportunity to trainees for reflection and independent study.
- Helping the teacher to understand the psychological attributes and needs of learners, their special abilities and characteristics.

- The programme should help teachers or potential teachers to develop social sensitivity and consciousness and finer human sensibilities.
- The evaluation protocol should be comprehensive and provide due place for evaluation of attitudes, values, dispositions, habits and hobbies (in addition to the conceptual and pedagogical aspects) through appropriate quantitative as well as qualitative techniques.
- We need to appreciate the potential of productive work and hands-on experience as a pedagogic medium both inside and outside the classroom; work is integral to the process of education.
- Re-conceptualization of citizenship training emphasizing environment and its protection, living in harmony within oneself and with natural and social environment; promote peace, democratic way of life, constitutional values of equality, justice, liberty, fraternity, secularism and caring values.
- Observing and engaging with children, communicating with and relating to children.
- Understanding the self and others (one's beliefs, assumptions, emotions and aspirations); developing the ability for self-analysis, self-evaluation, adaptability, flexibility, creativity and innovation; self-learning, reflection, assimilation and articulation of new ideas; developing capacities for self-directed learning and the ability to think, be self-critical and to work collaboratively in groups.
- Developing professional skills in pedagogy, observation, documentation, analysis and interpretation, drama, craft, story-telling and reflective inquiry.

1.3 HOLISTIC EDUCATION IN TEACHING OF ENGLISH

"Education is meaningful to the extent that it engages learners in reflecting on their relationship to the world they live in and provides them with means to shape their world" (Freire and Macedo,1987).

Language is central to education and language teaching requires more than the teaching of language. According to Stern (1992), there are four main content areas of language teaching:

1. The study of the target language

2. The study of the target culture

3. Communicative activities

4. General language education.

It is unfortunate that English language teaching has only remained at a very superficial stage in India. As Littlejohn (1997) points out: 'For a long time, much of English language teaching has been on the margins of education, indeed, some teachers will actually say that they are only responsible for teaching the language, and not for the general educational development of the student. This, however, is an illusion. Whether we are aware of it or not, students will always learn more in their language classes than just language'. Holistic education proposes that all subjects have a role in helping young people develop morally and spiritually.
There are a host of cultural and socio-emotional needs that must be addressed in addition to learning English in order for English learners to be thriving, successful students and adults. (Bhattacharya, 2009)

Holistic education in teaching of English includes the teaching of language and teaching of literature. It includes the teaching of four skills viz. Listening, Speaking, Reading and Writing. It is not confined to teaching of language only but it aims at developing the emotional, cognitive, psycho-motor, spiritual and moral aspects of an individual to help him to grow to his fullest.

1.4 Features of a Holistic Approach for Teaching of English

- Integrating all four skill areas: reading, writing, speaking, listening.
- Integrating Cognitive, Social, Emotional, Moral, Spiritual and Psycho-motor dimensions.
- Integrating digital and multimodal approaches alongside traditional methods of communication.
- Integrating classroom experiences and real-life situations.
- Integrating Teaching- Learning, Evaluation and feedback.

A course on language pedagogy would promote an understanding of the language characteristics of learners, language usage, socio-cultural aspects of language learning, language as a process and the functional use of language across the curriculum. This would mean moving away from the conventional focus on language as a subject, which emphasizes its grammatical structure rather than usage. To enable student-teachers to draw theoretical

insights, they would need to engage with projects involving listening to children's reading, observing and analyzing reading difficulties, observing and identifying mismatches between school language and home language, analyzing textbooks and other materials used in different subjects in terms of presentation, style and language used.

2.0 RATIONALE FOR THE STUDY

Mahatma Gandhi said, "By education I mean an all-round drawing out of the best in child and man's body, mind and spirit". The similar thought was expressed by Rabindranath Tagore, "The highest education is that which does not merely give us information but makes our life in harmony with all existence". To pursue this philosophy we need a holistic orientation in our education system. The chief reasons to pursuing the present work are:

(i) ROLE OF LANGUAGE AND LITERATURE IN THE WHOLESOME DEVELOPMENT OF PERSON

Language is a means of communication and it forms the base for acquiring knowledge of all the other subjects. Moreover language proficiency affects all cognitive development. The literature is the gateway to the transmission and cultivation of values, culture, ideas and ideals. So language along with literature covers all the domains of one's personality and a wholesome development is possible through language teaching.

(ii) POTENTIAL THRUST TO HOLISTIC EDUCATION IN NATIONAL AND INTERNATIONAL EDUCATION POLICIES

If we observe the various aspects of holistic development in educational context, we see that these dimensions were focussed in Vedic era also. Development of all round personality, including the infusion of piety and religiousness and promotion of social efficiency and welfare were the aims of education. Achievement of social and national integration and cultivation of social, moral and spiritual values (The Indian Education Commission on Educational Aims ,1964-66), a continuous process of self-discovery, of learning the truth about oneself (Position Paper on Aims of Education, NCERT 2006) have been accepted and recommended time and again by various commissions and reports.

'UNESCO Report of the International Commission on Education for the Twenty first Century' (2001) states four pillars as foundations of education and fundamental types of learning in the reorganization of the education for the twenty-first century (1) Learning to Know (2) Learning to do (3) Learning to live together and (4) Learning to be.

The National Curriculum Framework 2005 mentions that the 'teacher's own role in children's cognition could be enhanced if they assume a more active role in relation to the process of knowledge construction in which children are engaged. A child constructs her/his knowledge while engaged in the process of learning'. The physical activity of moving, exploring and doing things, on one's own, with one's peers or in the company of adults, and using language — to read, to express or ask, to listen and to interact — are the key processes through which learning occurs.

POSITION PAPER on Aims of Education, NCERT 2006 solicits that Teaching should be in the conversational mode rather than in the mode of authoritarian monologue. It is in the conversational mode that the child is likely to grow in self-confidence and self-awareness and will more easily establish connections between the teachings and his own experience.

Being accepted by educationists, policy makers and practitioners the question arises here is 'how to impart such kind of education?' this is not achievable through traditional or direct methods of teaching. It requires enriched and advanced approaches and methods of teaching to draw out the best in child: his body, mind and soul, as Confucius Says, ***I hear and I forget. I see and I believe. I do and I understand.***

(iii) THREE FOLD INSTRUCTIONAL OBJECTIVES ARE ACHIEVABLE THROUGH HOLISTIC APPROACH

The most comprehensive taxonomy of educational objectives by B.S. Bloom broadly describes the degree to which teachers want their students to understand and use concepts (Cognitive domain), to acquire particular skills (Psycho-motor domain), and to develop values, attitudes, and interests affected (Affective domain). But this demands that our curriculum, instructional methods, and classroom assessment and techniques are properly associated with course objectives.

The present study will help in achieving the three fold instructional objectives proposed by B.S. Blooms along with the spiritual development of students.

The present study along with the three fold objectives of B.S. Blooms includes the spiritual aspect.

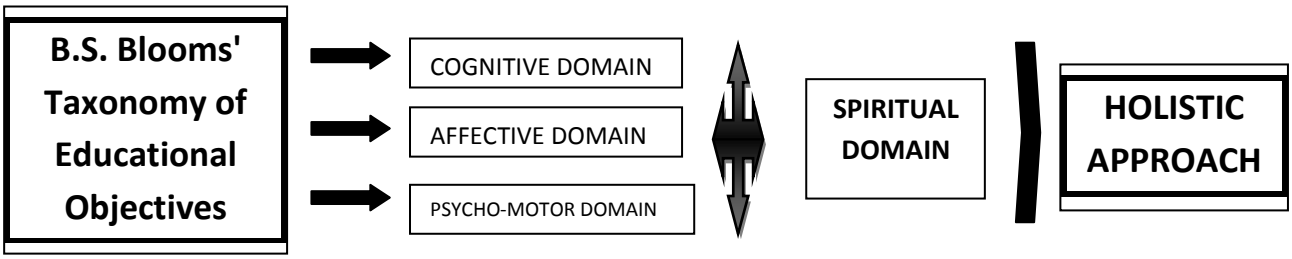


Fig. 3 Holistic Approach

(iv) A FOCUSING AREA OF RESEARCH

The forces of change unleashed by electronics–led communication revolution, the invasion through satellite channels on our cultural heritage, the erosion of the family and the increase in the number of divorces and consequently of single-parent families and latchkey children highlights the need for building up a strong component of value based education. Value education needs to be participatory rather than sermon-based and it should support and strengthen the holistic development of the learners' personality (Updating Curricula in Education: A Framework, UGC, 2000).

The five universal values (intellectual, physical, emotional, psychological and spiritual) represent the five domains of human personality and these are correlated to the five major objectives of education namely knowledge, skill, vision, balance, identity. (National Curriculum Framework, NCERT 2005)

Around 80 per cent of school heads have expressed that rote learning is the prime reason for lowering the standard of students in schools and that developing high order thinking skills in students is the need of the hour. Holistic curriculum and the aims of all round development of personality would remain ivory towers without a concrete plan to impart such curriculum. The present study will provide a teaching model to achieve these aims and to impart this kind of curriculum.

The researcher has chosen to develop this model specifically in Teaching of English as this is her area of interest and area of specialization moreover this is the thrust research area of the department as well. So this study will contribute to the growth of both, the researcher as well

as the department. Development of a teacher training model will help in promoting this approach wider and farther.

(v) INTEGRATION OF LANGUAGE PROFICIENCY, PEDAGOGY AND VARIOUS DIMENSIONS OF HOLISTIC DEVELOPMENT

"The highest function of education is to bring about an integrated individual who is capable of dealing with life as a whole" (Radhakrishnan). As teacher educators this is our responsibility to develop innovative methods and models of teaching and impart education through such innovative methods which helps in the all round development of our future teachers.

Though there has been substantial output in the field, but more in terms of designing the curriculum. There is dearth of such models and committed and persistent efforts are urgently needed to develop such teaching strategies and models which help to provide such kind of holistic education.

The present research is directly concerned with this. This will fulfill the two fold purpose of language teaching and holistic development.

3.0 STATUS OF HOLISTIC EDUCATION

J. Krishnamurti in India, John Dewey in the U.S., Francisco Ferrer in Spain, and A.S. Neill in England developed practical methods and radical theories that challenged basic assumptions about schooling, teaching and learning (Miller, 1997).

There are various national and international schools and colleges which are working in this field and providing holistic education to masses.

3.1 INTERNATIONAL STATUS

Schools in New England, East-Central, Midwest, The South, West, Canada (Ontario) are providing education for the holistic development of the students. Holistic and Aesthetic Education are being provided at the Ontario Institute for Studies in Education at The

University of Toronto, The Holistic Teaching/Learning Unit at The University of Tennessee at Knoxville.

3.2 STATUS IN INDIA

EZ Vidya has brought 21st century quality and holistic education in over 700 schools across India. Krishnamurty Schools: The Valley School, Banglore, Rishi Valley School, Chennai, Rajghat Besant School, Varanasi, Pathashaala, Chennai, Manthan Vidhyashram; A school for holistic education, Aurobindo Educational Foundation, the Brahmakumari Institutions and Ramakrishna Mission Vidyalaya are the leading schools that are providing holistic education in different parts of the country.

4.0 STATEMENT OF THE PROBLEM

The present research is stated as below:

DEVELOPING A TEACHER TRAINING MODEL BASED ON HOLISTIC APPROACH FOR TEACHING ENGLISH.

5.0 DEFINITION OF THE TERMS

The definition of the terms used in the present study are as follow:

5.1 HOLISTIC APPROACH

"Holistic education is a philosophy of education based on the premise that each person finds identity, meaning, and purpose in life through connections to the community, to the natural world, and to humanitarian values such as compassion and peace".

Ron Miller, founder, Journal *Holistic Education Review* (now entitled *Encounter: Education for Meaning and Social Justice*).

OPERATIONAL DEFINITION

Holistic Approach in the present study means approach that will focus on the development of psycho-motor, cognitive/academic, social, emotional, moral and spiritual aspects of an individual.

5.2 MODEL

"A model of teaching is a set of inter-related components arranged in a sequence which provides guidelines to realize a specific goal. It helps the designing instructional activities and provides an environment carrying out these activities in order to realize the stipulated objectives".

Bruce Joyce and Marsha Weil (1980)

OPERATIONAL DEFINITION

A teaching model is a type of blue print for teaching which provides structure and direction for the teacher. 'Model is a perspective teaching-strategy which is designed to accomplish specific instructional objectives. It is an implementation that brings together information, resources, learning activities and instructional strategies intended to facilitate desired teaching-learning goals. Based on the components proposed by *Bruce Joyce and Marsha Weil* (1996), the present study incorporates one additional element:

(i) Focus – refers to the goal or objectives of teaching.

(ii) Syntax – involves a description of the process and structure of the teaching-learning activities employed to achieve the goal. It may also indicate certain principles to guide the teacher.

(iii) Social System – indicates student teacher roles, their relationships and norms of inter-personal behaviour.

(iv) Support System – specifies the resource material needed for implementing the lesson and indicates ideational as well as material resources.

(v) Evaluation and Feedback - This includes formative and summative evaluation and appropriate feedback (within the lesson and as follow-up).

5.3 STUDENT TEACHERS

Students of Bachelor of Education (B.Ed.) degree programme who are being prepared as prospective teachers at secondary level by university departments or colleges are considered as teacher trainees in the study. The study is specifically concerned with the teacher trainees who offer English as one of their methodologies of teaching.

6.0 OBJECTIVES OF THE STUDY

The following are the objectives of the study:

1. To develop a paradigm for Holistic Education in the context of Teaching of English.

2. To develop a Teacher Training Model based on Holistic Approach in teaching of English.

3. To develop teaching-learning material based on the Holistic Model.

4. Trying out the Effectiveness of the Model on teacher trainees of English in the following

Domains:

4.1 Psycho-Motor

4.2 Cognitive/Academic

4.3 Social

4.4 Emotional

4.5 Moral

4.6 Spiritual

7.0 HYPOTHESIS OF THE STUDY

The first three objectives are related to the development of the Teaching Model, hence need not be hypothesised. The fourth objective is related to the empirical try out of the model and the hypothesis related to this objective is as following:

1. There will be a significant improvement in the holistic development of students in the following domains as a result of teaching based on Holistic Model:

1.1 Psycho-Motor

1.2 Cognitive/Academic

1.3 Social

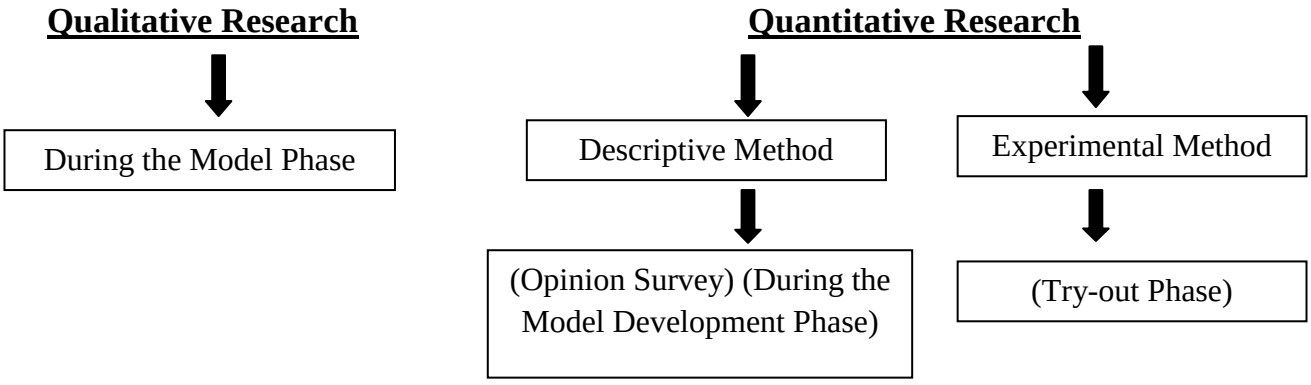
1.4 Emotional

1.5 Moral

1.6 Spiritual

8.0 METHODOLOGY OF THE STUDY

The present research is a qualitative research and also includes elements of quantitative research:



9.0 PROCEDURE OF THE STUDY

The model will be developed in accordance with the following phases:

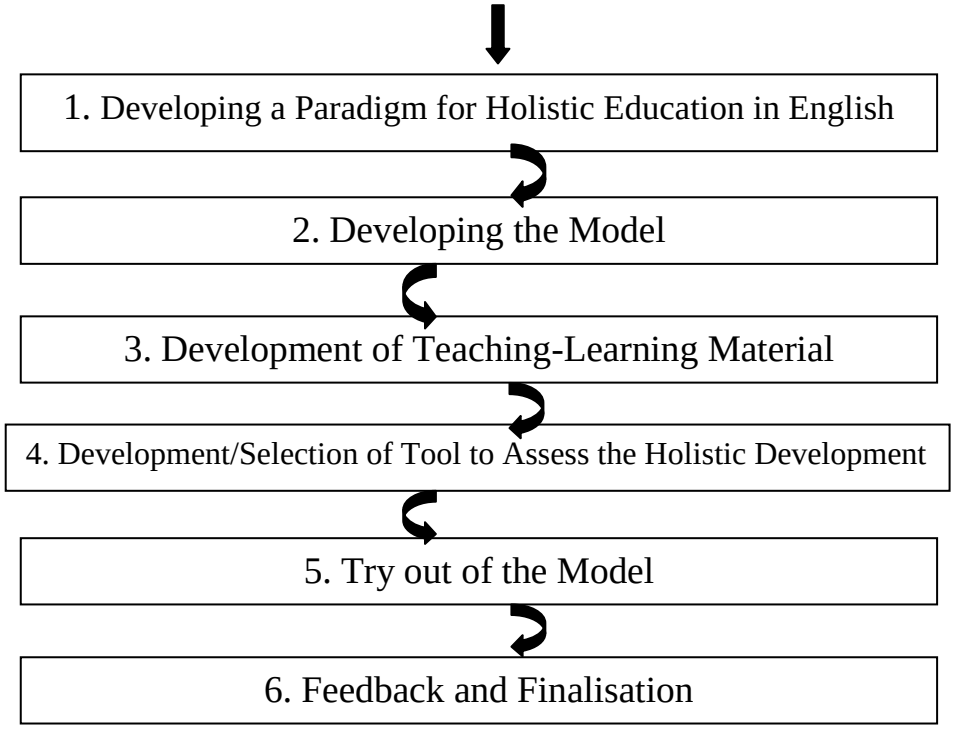

1. Developing a Paradigm for Holistic Education in English
2. Developing the Model
3. Development of Teaching-Learning Material
4. Development/Selection of Tool to Assess the Holistic Development
5. Try out of the Model
6. Feedback and Finalisation

Fig. 3 Procedure of the Study

1. DEVELOPING A PARADIGM FOR HOLISTIC EDUCATION IN ENGLISH

Before developing the model, a paradigm for Holistic Approach in English will be developed. This will be done in three steps:

A. Establishing Essential Principles of Holistic Education.

B. Determining the sub-dimensions of each domain of Holistic Approach.

C. Verification of the Paradigm through experts' opinion.

2. DEVELOPING THE MODEL

SPECIFICATION OF THE ELEMENTS- Specification of the five elements of the model development will be done on the basis of survey of available material, model lessons and material produced by recognized institutes.

Elements of Model Development:

1. Focus

2. Syntax

3. Social System

4. Support System

5. Evaluation & Feedback

B. EXPERTS' OPINION- Experts' opinion will help in the development of the model. In the present study opinions of English Language Teaching experts and experts on educational philosophy and technology will be considered valuable.

C. MODIFICATION AND FINALIZATION OF THE FIRST DRAFT- After the specification of the various elements of model and experts' opinion the first draft of the model will be prepared.

3. DEVELOPMENT OF TEACHING-LEARNING MATERIAL- In the third phase teaching learning material will be prepared to fulfil the objectives keeping in view the focus and syntax of the model.

A. Lesson Plans

B. Teaching Aids

C. Student Activity Material etc.

4. DEVELOPMENT/ SELECTION OF TOOL TO ASSESS THE HOLISTIC DEVELOPMENT

To test the validation of the Paradigm and Model, some standardized tools will be selected based on the specified domains of holistic development. If necessary, the researcher may also develop her own tool to measure the effectiveness of the model.

5. TRY OUT OF THE MODEL

The prepared model will be tired out on a group of teacher trainees using the developed teaching learning material.

Parallel Group Pre-Test Post-Test Design will be followed.

Control Group	Pre-Test	Traditional Teaching	Post-Test
Experimental Group	Pre-Test	**Teaching based on Holistic Model**	Post-Test

6. FEEDBACK AND FINALISATION

Feedback will be collected from students and with the help of experts' opinion the model will be given a final shape.

10.0 VARIABLES OF THE STUDY

(i) Independent Variable: Teacher's Training Model Based on Holistic Approach.

(ii) Dependent Variable: Holistic development including- Psycho-motor, cognitive/academic, emotional, social, moral and spiritual and aspects of holistic development.

(iii) Control Variables: Medium of instruction in previous education, previous qualification, achievement level, general environment, content etc.

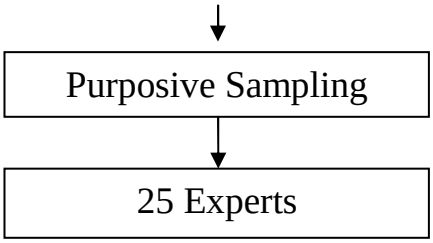
11.0 THE STUDY SAMPLE

The study will use the following samples in the two phases of research, i.e. Model development and Experimental try out of the model. The sample for each phase will be selected through purposive sampling. The sample for each phase is given below:

(A) Sample for validation of Holistic Paradigm and Model

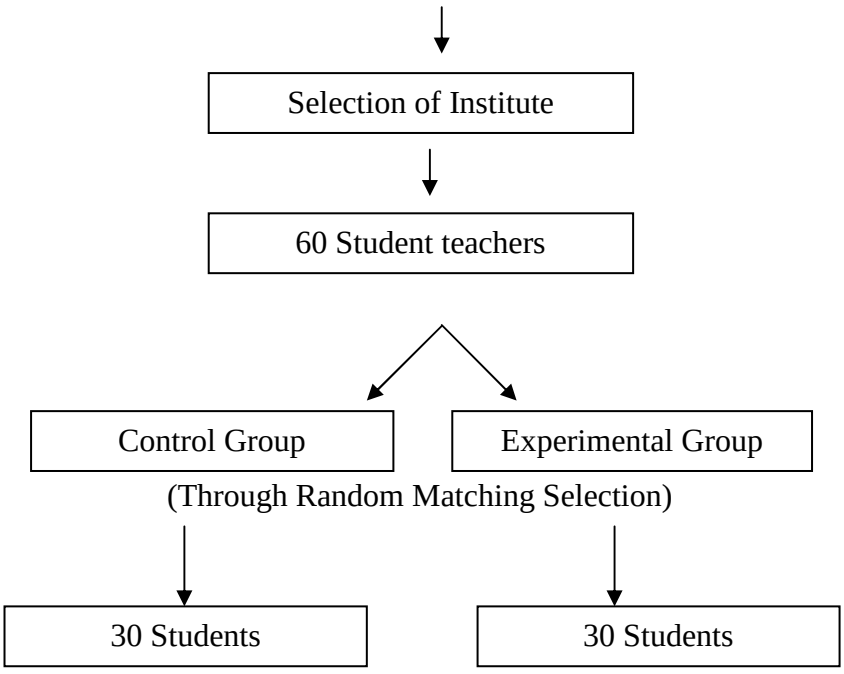
This sample will be selected through purposive sampling method.

(i) Experts in English Language Teaching and Holistic Education and Teacher Educators



(B) Sample for Model Try-out

(i) Student Teachers (B.Ed. students who have opted for English Teaching Method)



12.0 TOOLS FOR THE STUDY

I. A combination of standardized and self constructed tools will be used in the present study to measure the effectiveness of the teaching done through Holistic Model. However the final selection of the standardized tools for various dimensions of holistic development will be done after the development of Paradigm and Model.

II. Observation will be used to assess the Psycho-motor aspect of holistic development.

13. STATISTICAL TECHNIQUES

The following statistical techniques will be employed:

- Mean
- Standard Deviation
- T- Test.

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